R E P O R T R E S U M E S

ED 011 753 FL 000 435

ADVANCED PLACEMENT PROGRAM IN LATIN.
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NEW YORK STATE EDUCATION DEPT., ALBANY
REPORT NUMBER SUNY-H819 PUB DATE APR 65
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *ADVANCED PLACEMENT PROGRAM, *BOOKLISTS, *LATIN, *PROGRAM GUIDES, *TEACHING TECHNIQUES, COURSE OBJECTIVES, CURRICULUM DEVELOPMENT, GIFTED, STATE CURRICULUM GUIDES, COLLEGE LANGUAGE PROGRAMS, ADVANCED PLACEMENT EXAMINATION, COLLEGE ENTRANCE EXAMINATION BOARD, ALBANY

THE STEPS NECESSARY IN ESTABLISHING AN ADVANCED PLACEMENT PROGRAM IN LATIN ARE DISCUSSED IN THIS BULLETIN FOR TEACHERS AND ADMINISTRATORS. GUIDELINES ARE SUGGESTED FOR SELECTING STUDENTS, ASSIGNING TEACHERS, DESIGNING THE COURSE, ADMINISTERING THE PROGRAM, AND DEVELOPING METHODOLOGY FOR IMPROVING STUDENTS' LANGUAGE SKILLS AND TEACHING LITERATURE. THE SECOND HALF OF THE BULLETIN LISTS BOOKS RECOMMENDED FOR ADVANCED PLACEMENT CLASSES, WITH ONE SECTION ON SPECIFIC LATIN WRITERS AND GENERAL REFERENCE SOURCES, AND A SECOND SECTION ON SUCH SUBJECTS AS LITERARY HISTORY, MYTHOLOGY, THE CLASSICAL INFLUENCE, HISTORY, POLITICS, ANTIQUITIES, GRAMMAR, AND COMPOSITION. A LIST OF PUBLISHERS AND SUPPLIERS OF MATERIALS IN THE UNITED STATES AND ABROAD IS APPENDED. (AM)

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Advanced Placement Program in Latin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Bureau of Secondary Curriculum Development / Albany, New York

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Albany 1965

FOREWORD

For a number of years, the State Education Department has encouraged and aided schools to make special provision for the education of gifted pupils. In accord with this policy, this Bureau has issued a series of statements regarding possible advanced courses for the gifted in French, Spanish, English, American history, mathematics, chemistry, and biology. Latin now is added to the series.

The basic material for the suggestions given was drawn from the *Advanced Placement Program: Course Descriptions* (1964), published by the College Entrance Examination Board.

Many statements in the following pages have been taken from the *Tentative Advanced Placement Program in Latin*, a project of the University of Michigan Advanced Placement Latin Institute and Seminar (1960), which was itself based on the Department's statement, *Advanced Placement Program in French*. The work at the Institute was conducted under the direction of Harry L. Levy, Dean of Studies, City University of New York and one-time consultant to the State Education Department.

The initial step in preparation of the manuscript was the formation of an advisory committee, which included Saul Levin, the University of the State of New York at Binghamton; Mira L. Lomont, Pleasantville High School; Nicholas Maletta, James Wilson Young High School, Bayport; and Paul A. Rausch, Monticello High School.

After the committee conferred, Mr. Maletta drafted a manuscript which was reviewed by the other committee members. Contributions to the text and the bibliography were made by Morton E. Spillenger, associate in foreign languages education. The project was under the direction of Paul M. Glaude, Chief of the Bureau of Foreign Languages Education. The manuscript was edited by Richard G. Decker, associate in secondary curriculum.

Gordon E. Van Hooft
Chief, Bureau of
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William E. Young
Director, Curriculum
Development Center

ORGANIZATION OF ADVANCED PLACEMENT COURSES

Introduction

The courses in Latin described in this publication are college-level courses designed for students who are gifted in foreign language study and who intend to seek advanced placement in the college freshman year by taking the Advanced Placement Examinations given by the College Entrance Examination Board. It is recommended that these courses be offered as part of a six-year sequence in the language although it is recognized that the Latin IV Advanced Placement Course may be offered as part of a shorter sequence of study.

In specifying college-level courses in Latin, it must be realized that no single pattern exists among colleges for such courses either in content or expected achievement. Although the content requirements expressed in the *Advanced Placement Program: Course Descriptions*, College Entrance Examination Board, 1964, are quite specific for Latin IV, each school still has the responsibility of determining the means to achieve the goals of the course. Because the content is more flexible for Latin V, individual schools have an even greater responsibility in the organization of such a course. The Department has prepared this statement to assist schools in planning these courses.

The secondary schools may wish to develop college-level courses for gifted students, whether the students intend to seek advanced placement in college by taking the examination given by the Advanced Placement Program of the College Entrance Examination Board, or whether they are seeking enrichment of their high school studies. Qualified pupils should be encouraged to take the APP examination. It is advisable, also, that they ascertain the policy of the college of their choice in regard to accelerated or advanced placement programs. The fact that a high school student has completed a year's work in an advanced course in the high school does not necessarily mean that a college will grant advanced placement or college credit to the student. It is to be noted that the examination part of the Advanced Placement Program is open to any student, whether or not he has taken a special course. However, unless he has had a special course or equivalent advanced study, he is unlikely to do well on the examination. School personnel who are interested in the Advanced Placement Program should consult *Advanced Placement Program: Course Descriptions*, mentioned above.

Selection of Students

The Advanced Placement Courses in Latin should be limited to students who have demonstrated a special aptitude for language and

who have the intellectual ability and maturity necessary for a college-level course. It is generally estimated on a national basis that the gifted constitute about 3 per cent of the enrollment in the high schools. The percentage will vary with the type of community served by the school. Participation in the program presupposes a better-than average control of the basic skills and a keen interest in literature, the effective study of which involves development of esthetic, perceptive, and specialized skill of a high order.

It is important that identification and selection of the able and ambitious pupil in Latin be made as early as possible, preferably by grade 7, and that they be encouraged to continue the study of Latin through grade 12.

The problem of selection of students for Advanced Placement Courses in Latin differs according to the curriculum of the individual school. Those selected should be placed in a separate class where they will proceed farther and gain a deeper insight and comprehension of the Latin authors than students in the regular class.

These students will have been recommended by the teachers who know them, and their parents and counsellors will have considered, besides ability and past achievement, the attendance record, health, maturity, and adjustment of each.

In view of more important qualifications it seems inadvisable to set a minimum in either IQ or grade average. Given a basic competence, the student's enthusiasm and eagarness to take the course are often good indications of the promising AP candidate. Such eagerness indicates a conscious need and readiness for a more challenging course of study. Often the student who has this readiness will show evidence of it in other ways. He is likely to have read widely and to know well certain of the classics. Where the opportunities exist, he will have had contact with theatres, opera, museums, lectures; he might be a collector of stereophonic recordings or a leader of school activities. In effect, he is intellectually curious and has begun to be a person of culture.

Selection of Teachers

A successful teacher of AP Latin must have strong qualifications, not only in the subject, but in personality and in a feeling for personal relations as well. The teacher must be interested in the program, the subject, and the students. He must have abundant energy and endurance to match the needs and extra demands of such students. He must be well grounded in Latin literature and in ancient, and, more particulary, in Roman history, with the desire to learn more and more. He should realize that there is no ceiling on

attainment and appreciation. He should have a thorough command of the Latin language, and, if possible, some knowledge of another foreign language as well. It is important that the teacher be given enough time to devote to the AP work without interference from other assignments, and the class should be kept as small as administratively possible. College-level studies involve more time and work for both teacher and class.

SUGGESTED COURSES OF STUDY IN LATIN

Grades 7-12

Grade	Four-Year Program	Six-Year Programs	
7	-----	Latin I	Latin I
8	-----	Latin I (cont'd)	Latin I (cont'd)
9	Latin I	Latin II*	Latin II*
10	Latin II*	Latin III (Prose or poetry; or prose and poetry)	Latin III (Prose or poetry; or prose and poetry)
11	Latin III (Prose or poetry; or prose and poetry)	Latin IV (AP)	Latin V (AP)
12	Latin IV (AP)	Latin V (AP)	Latin IV (AP)

NOTES:
1. The content of Latin III is at the discretion of the local school within the confines of the New York State Syllabus for Latin.
2. Students who participate in AP in grade 11 should be strongly advised to continue with their Latin studies in Grade 12.
3. It is expected that students in AP Latin be scheduled in separate classes because of the depth and breadth of the works being studied.

*Regents examination

Administration of the Courses

Ideally the AP Latin sequence could start in the seventh grade and move with proper enrichment through the preparatory sequence to AP Latin IV and V. Schools offering only a four-year program can only offer Advanced Placement Latin IV. This course should not be confused with Latin IV, as described in the State syllabus for Latin.

The chart on the previous page shows what has been done in some schools to make possible the inclusion of AP courses in the curriculum. Such programming is, of course, much affected by local conditions. What may work for school A may not work for school B.

Tutorial programs have also been used successfully to afford candidates the opportunity to participate in AP where enrollments or local circumstances preclude a more suitable program. The exceptionally able and ambitious students are provided with extra assignments and tutorial help. However, it must be remembered that in this plan the work of the student must be given special attention by the teacher. Of course, in carrying out his college level assignments, the student will work to a great extent on his own initiative and responsibility. Naturally, to be successful, this arrangement requires frequent conferences between the teacher and the student. It also requires additional preparation by the teacher.

As indicated before, it is important that the teacher and the administration anticipate the need for devoting extra time to this course. Conference time should not be the gift of the teacher. In many schools, conference time replaces such non-teaching assignments as study-hall and cafeteria supervision. The teacher's schedule might well provide a period designated for conferences and the necessary extra preparation. *This extra work should not be undertaken by the teacher unless his work load is otherwise lightened, or by the student who would be overloading his entire program.*

Even with optimum programming conditions, advanced classes should be kept small as compared with most high school classes. It is suggested that registration for advanced placement courses in Latin be limited to a maximum of twenty students.

CONTENT AND METHOD

Objectives

The aims and content of advanced secondary school Latin courses, which are outlined below as Latin IV and Latin V, are in general conformity with those of corresponding courses taught in the freshman year in American colleges and universities. As in most courses in Latin beyond the elementary level, the basic requirement is

progress in the ability to read, understand, and interpret Latin literature in the original language supplemented by practice in composition. In addition, the student should be aware of the debt which Western civilization owes to the unique contributions of Roman civilization.

The appreciation of Latin literature calls for an understanding of how Latin writers obtain their effects. Analysis and study of style will accordingly be an integral part of the advanced work in both Latin IV and Latin V.

Advanced courses should also include: (1) the development of the understanding that a knowledge of Roman life and a comprehension of its literature are interrelated; (2) the cultivation of an awareness of classical influence upon later literature; (3) the development of the ability to write critical essays on topics relevant to Latin literature.

LATIN IV

The reading in Latin of Books I, II, IV, VI and either III or V or XII of the *Aeneid* is required, as is a general knowledge of the remaining books, as read in translation. This course is viewed as including, in addition to the ability to translate, some appreciation of the *Aeneid* as poetry, ability to read aloud and scan Latin hexameter verse, study of the ancient epic as a literary genre, and an acquaintance with Roman social, political, and literary history.

The Advanced Placement Examination will include sight passages for translation, passages for translation which may be presumed familiar, scansion, interpretation, and essay questions. Its exact content will, of course, vary from year to year.

LATIN V

Reading in any *two* of the following areas is required:

(1) a substantial amount of prose drawn from two of the following: the philosophical works of Cicero, the writings of Livy, the works of Tacitus.
(2) at least two Roman comedies, one each of Plautus and Terence
(3) a substantial amount of the lyric poetry of Catullus and Horace. For examination purposes it will be assumed that the following poems are familiar to the student: Catullus (as numbered in Mynors' Oxford Classical Text) 1, 2, 2b, 3, 4, 5, 7, 8, 9, 11, 13, 29, 31, 34, 38, 45, 46, 49, 50, 51, 62, 70, 72, 73,

75, 76, 84, 85, 86, 87, 92, 93, 95, 96, 101, 109; Horace, *Odes*, Book I, 1, 3, 4, 5, 9, 11, 14, 22, 23, 34, 37, 38; Book II, 3, 7, 10, 13, 14, 16; Book III, 1, 2, 5, 6, 9, 13, 22, 26, 30; Book IV, 7. This is a minimal list of poems which the teacher is expected to supplement. Scansion of the following characteristic meters is expected: the Alcaic and Sapphic Strophes; the Elegiac Distich; Iambic Hendecasyllabic, Asclepiadean, Pherecratic, and Glyconic lines.

Some study of relevant aspects of the literary, political, and social background should be included.

The examination will include sight passages for translation, detailed criticism, and interpretation; scansion, and essay questions.

Development of Language Proficiency

Although Latin does not lend itself to the oral-aural method as readily as do the modern languages, and although oral proficiency is not one of the principal objectives in the study of Latin, there is nevertheless a definite place in the Latin class for oral-aural skills. Its constant use aids the direct understanding of the language without recourse to translation. This practice also will reinforce the realization that Latin was a language for communication between human beings. It is generally agreed that the involvement of motor responses, and of the auditory sense supplementing the visual, is a distinct aid to the learning process. Also, the sounds and rhythms of poetry and prose are best realized through oral-aural experience.

The following practices have been found helpful, whether the class has been instructed by traditional methods or otherwise: the writing of Latin from dictation, choral reading, the use of the tape recorder for reading and listening, oral dramatizations of Latin passages, oral Latin questions and answers on the text, and, of course, the *habitual reading of Latin aloud in the classroom.* It is recommended particularly that emphasis be given to the oral reading of oratory, including speeches in histories, and of poetry. Students at all levels should be required to learn memorable passages of Latin by heart for oral recitation.

If the school has a language laboratory, time spent there may be used to extend and enrich the work of the classroom. Tape recordings and other materials, secured from available sources or prepared by the teacher (time and facilities permitting), will enable the student to direct his own activities.

Reading and Literature

As has already been said, the basic aim in the AP program is to give the student ability to read thoroughly certain Latin authors in the original as a means of understanding them. The student must study them both in *depth* and *breadth* as he would at the college level.

Depth means a thorough knowledge of the text itself. Thus the student must understand the structure and style in order to study their relation to meaning and mood. If the author is a poet, the student must understand the meter and its effects, the use of words for the sake of sound and sense, and the poet's apparent reason for using a particular word or phrase

One important and commonly used method of achieving this study in depth is the *explication de textes*. It is generally applied to certain key passages in a work. No *explication* should be assigned until the teacher has presented one or two as models for the pupils. Some, then, should be assigned as written work. Subsequently, pupils may be assigned different passages from time to time and asked to present an oral *explication,* with classmates taking notes.

An extended description of *explication de textes* is not necessary here, but the following summary suggests certain procedures and elements to be considered in the analysis of a passage.

The first step, preparatory to the actual *explication,* is to read the passage aloud with expression suitable for communicating the mood and illuminating the meaning. The *explication* itself can be thought of as falling into three divisions: relation of the selection to its context and general background; analysis of the emotions and ideas expressed; attention to the structure and the style so as to gain an appreciation and understanding of the whole selection.

Consideration of the text and background of the selection would include the title, date, type, and subject of the work. A statement about the author and his times should include only the information necessary to increase the comprehension of the selection.

The next phase, that is, the analysis of the emotions and ideas, requires attentive and minute examination of each sentence and almost each word. The reader first of all must understand the exact meanings of the words, phrases, and the sentence. He must seek to discover what is special in the language, the syntax, and, in the case of poetry, the versification. He must be aware of the use of figures of speech, and the symbolic use of objects and actions. In respect to words, the reader considers the possible choices among synonyms, the level of usage indicated, word relationships, and connotations. In addition he must ask himself how he must think of an idea or an emotion. From what viewpoint?

With what attitude? All this is a search for clues to the meaning, mood, emotions, and viewpoint of the writer.

In the final phase the structure and style are viewed with the intention of discovering their relation to the meaning and mood. This overall view, together with the previous analysis of the other elements, leads, then, to an impression of the whole selection.

Breadth means bringing to bear pertinent information on the author's life, times, and thought, and the environmental factors of the time and place represented in the work itself. It also entails a familiarity with some other works by the same and other authors for the sake of comparison.

The works studied are among those Latin masterpieces which can most profitably be read in *depth* and *breadth*. For example, in studying Vergil, the student must be conscious of the following points among others:

1. Vergil's place in the epic tradition
2. His place in the social and political scheme of Augustus
3. His relationship to Roman nationalism
4. His influence on the rest of world literature

There follow examples (necessarily brief) of the *depth* and *breadth* approach.

Aeneid 1. (76-80) Aeolus fawns on Juno in his eagerness to show deference.

Aeolus haec contra: "Tuus, o regina, quid optes,
explorare labor; mihi iussa capessere fas est.
Tu mihi quodcumque hoc regni, tu sceptra Iovemque
concilias, tu das epulis accumbere divum
nimborumque facis tempestatumque potentem."

Breadth

Reading in breadth is not generally confined to consideration of brief excerpts. However, for expediency, the passage quoted is used here to illustrate both breadth and depth.

The excerpt must be considered in relation to its immediate context, to the work as a whole, and perhaps to factors outside the work itself which might affect it.

For instance, Vergil, in preceding verses, has explained why Juno is persecuting Aeneas. The students should be aware that her personal grief and resentment are due to the impending destruction

of Carthage, the judgment of Paris, jealousy of Electra and the substitution of the Trojan Ganymede for her daughter, Hebe, as cup bearer of the gods. The discerning student will read Aeolus's speech in the light of the situation.

In their analysis, the teacher and students should discuss the debt which Vergil owes to Greek literature, particularly Homer. Homer's *Odyssey*, Book X, could be read with a view to comparing the story of Aeolus in this epic with that of Vergil's *Aeneid*.

Pursuing another aspect of breadth, reference could be made to literary figures throughout the years such as Dante, Shakespeare, Calderon, Tennyson, Giraudoux, and Kazantzakis who have availed themselves of the subject or theme.

In teacher a work of Cicero, e.g., *De Amicitia*, the following approaches might be borne in mind:

1. What makes the style attractive? How does it sustain interest?
2. Who are the historical characters mentioned?
3. The concept of friendship:
   a. What was it in Greek antiquity (e.g., in Homer, Plato, and Aristotle)?
   b. What was it according to the concepts of Epicurus and of the Stoics?
   c. How was it in Cicero's time?
   d. How has Cicero changed the Greek concept of friendship to make it more Roman (and perhaps thereby closer to the American concept)?

Depth

Vergil repeats the 'tu' sound in lines 76, 78, and 79. This figure, called anaphora, is used by the poet to heighten the impression of Aeolus' subservience to Juno. The use of *mihi* in lines 77 and 78 is a complete antithesis to the *tu* effect. Aeolus by his use of *"quodcumque hoc regni"* in line 78 is not belittling his empire, but emphasizing the fact that he owes it all to Juno. *"Tu sceptra Iovemque concilias"* means that Juno could make Jupiter deprive Aeolus of this empire at any time.

At first, students will not understand these techniques. They will need help from the teacher, and abundant practice, both written and oral, in discovering both *depth* and *breadth* for themselves. For the teacher, teamwork with members of other departments such as art, English, music, and social studies, can be of very great value.

Roman History and Culture

The vast panorama of classical studies cannot come within the vision of the secondary school student, but it is hoped that he will gain a view of some of its salient features. Classical philology, like the area studies recently initiated for contemporary cultures, has traditionally included geography, history, Greek and Roman antiquities, mythology, science, performing arts, archeology, graphic and structural arts, and the study of coins and inscriptions.

Though areas of special concentration will vary according to individual interests, each student should have an acquaintance with the major ancient literary currents. Appreciation and understanding will be aided by a general knowledge of the following: Greek and Roman mythology; the basic tenets of the main schools of Greek philosophy; social, economic, and political conditions from the first century B.C. through the first century A.D.; the geography of the Mediterranean; and the monuments and topography of Rome. For greater depth of understanding, it is desirable that some of these cultural and historical materials be integrated with the study of Latin from the beginning.

As the student's awareness of the totality of Roman culture develops, so too will his ability to read Latin writers intelligently and meaningfully. Readings and discussions should be based on the passages studied, so that the literature itself serves as a focal point for viewing classical culture as a whole.

ADVANCED PLACEMENT LATIN IN NEW YORK STATE

Teachers involved in or contemplating advanced placement work should refer to the booklet *Advanced Placement in New York State: A Follow-up Study*, published by the Division of Research in Higher Education of the State Education Department. The comments of students and teachers involved in AP and the statistics gathered concerning programs throughout the state can be helpful in establishing or modifying an advanced placement program.

The statistics below indicate that the percentage of increase in enrollment in AP Latin for the five-year period is higher than in the modern languages. (Although the figures are not given here, it is also higher than that in other subjects.)

A greater expansion of AP programs in Latin throughout the State will give the able students an opportunity to delve into the great literature in the Latin tongue, will increase the incentive for the study of the classics, and will encourage continued study of the classics beyond the secondary school.

NUMBER TAKING ADVANCED PLACEMENT EXAMINATIONS

Year	French	German	Latin	Spanish
1964	425	27	170	168
1963	300	43	139	134
1962	286	57	42	72
1961	218	31	45	61
1960	161	38	20	65

BOOK LIST

Many of the books listed below are available in paper-backed editions. It is recommended that those interested in procuring books for themselves or their school libraries consult *Paper-backed Books in Print* and the list of available and inexpensive books which is published annually by *The Classical World*. The list below also contain some out-of-print works, some of which are still available and others which will be reappearing in new editions. Those works marked with an asterisk have been found to be especially helpful to students.

Books Recommended for Careful Reading

1. Vergil

* Bowra, C.M. *From Virgil to Milton*. New York. St. Martin's Press. 1948

Cruttwell, R.W. *Virgil's mind at work*. New York. Macmillan Co. 1947

* Knight, W.F.J. *Vergil's Troy*. London. Basil Blackwell. 1932

* Lewis, C.S. *A preface to Paradise Lost*. New York. Oxford Univ. Press. 1949

* Mackail, J.W. *Virgil and his meaning to the world today*. New York. Longmans, Green and Co. 1925

Pöschl, Victor. *The art of Vergil*. Ann Arbor. Univ. of Michigan Press. 1962

Prescott, H.W. *The development of Virgil's art*. Chicago. Univ. of Chicago Press. 1927

Sellar, W.Y. *Roman poets of the Augustan Age: Vergil*. New York. Oxford Univ. Press. 1897

2. Cicero, Livy, Tacitus

Cowell, F.R. *Cicero and the Roman Republic*. New York. Chanticleer Press. 1948. Baltimore. Penguin Books. 1956.

* Laistner, M.L.W. *The greater Roman historians*. Berkeley. Univ. of California Press. 1947

* Mendell, C.W. *Tacitus: the man and his work.* New Haven. Yale Univ. Press. 1947

Petersson, Torsten. *Cicero, a biography.* Berkeley. Univ. of California Press. 1920

Syme, Ronald. *Tacitus.* New York. Oxford Univ. Press. 1957

3. Catullus and Horace

Fraenkel, Eduard. *Horace.* New York. Oxford Univ. Press. 1957

Frank, Tenney. *Catullus and Horace.* New York. Holt. 1928

Havelock, E.A. *The lyric genius of Catullus.* London. Basil Blackwell. 1989

* Highet, Gilbert. *Poets in a landscape.* New York. Knopf. 1957

* Wilkinson, L.P. *Horace and his lyric poetry.* New York. Macmillan Co. 1945; 2nd ed. 1951

Wright, F.A. *Three Roman poets: Plautus, Catullus, Ovid; their lives, times, and works.* London. Routledge and Kegan Paul. 1938

4. Plautus and Terence

* Beare, William. *The Roman stage: short history of Latin drama.* Cambridge. Harvard Univ. Press. 1951

* Duckworth, G.E. *The nature of Roman comedy.* Princeton. Princeton Univ. Press. 1952

Norwood, Gilbert. *Plautus and Terence.* New York. Longmans, Green. 1923

Wright, F.A. *Three Roman poets.* London. Routledge and Kegan Paul. 1938

Books Recommended for Reference

1. Vergil

Bailey, Cyril. *Religion in Vergil.* New York. Oxford Univ. Press. 1935

Knight, W.F.J. *Roman Vergil.* London. Faber and Faber. 1944 2nd ed. Hillary House. 1945

Letters, F.J.H. *Virgil.* New York. Sheed and Ward. 1946

* Osgood, C.G. *The tradition of Vergil.* Princeton. Princeton Univ. Press. 1930

* Rand, E.K. *The magical art of Virgil.* Cambridge. Harvard Univ. Press. 1931

2. Cicero, Livy, Tacitus

* Boissier, Gaston. *Cicero and his friends.* New York. Putnam. 1925

Frank, Tenney. *Cicero.* London. Humphrey Milford. 1932

Hunt, H.A.K. *The humanism of Cicero.* Victoria, Australia. Melbourne Univ. Press. 1954

Rolfe, F.C. *Cicero and his influence.* New York. Longmans, Green. 1923

Walker, Bessie. *The annals of Tacitus: a study in the writing of history.* Manchester, England. Manchester Univ. Press. 1952; New York. Barnes and Noble. 1960

* Walsh, P.G. *Livy: his historical aims and methods.* New York. Cambridge Univ. Press. 1961

3. Catullus and Horace

Campbell, A.Y. *Horace, a new interpretation.* London. Methuen. 1924

Collinge, N.E. *The structure of Horace's odes.* New York. Oxford Univ. Press. 1961

D'Alton, J.F. *Horace and his age.* New York. Longmans, Green. 1917

Duckett, E.S. *Catullus in English poetry.* Northampton, Mass. Smith College Classical Series. 1925

Harrington, K.P. *Catullus and his influence.* New York. Longmans, Green. 1923

* Noyes, Alfred. *Horace: a portrait.* New York. Sheed and Ward. 1947

Quinn, Kenneth. *The Catullan revolution.* Victoria, Australia. Melbourne Univ. Press. 1959

Rand, E.K. *A walk to Horace's farm.* Boston. Houghton, Mifflin. 1930

Sedgwick, H.D. *Horace, a biography.* Cambridge. Harvard Univ. Press. 1947

Sellar, W.Y. *Horace and the elegaic poets.* New York. Oxford Univ. Press. 1891

Showerman, Grant. *Horace and his influence.* Francestown, N.H. Marshall Jones Co. 1914

Wheeler, A.L. *Catullus and the traditions of ancient poetry.* Berkeley. Univ. of California Press. 1934

4. Plautus and Terence

Bieber, Margarete. *A history of the Greek and Roman theatre.* Princeton. Princeton Univ. Press. rev. ed. 1961

Harsh, P.W. *Handbook of classical drama.* Stanford. Stanford Univ. Press. 1944

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Related Literature

It is recommended that the AP candidate become familiar with works of literature, other than Latin, which are closely related to this area of study. The following list contains a sampling from the Greek classics and masterpieces of modern literature. Most of these works are available in several editions, and teachers should refer to the sources mentioned at the beginning of the book list. The school librarian, members of the English department, and teachers of modern languages should also be consulted in selecting a particular edition.

1. Vergil

Calderón: *El mayor encanto, amor. (Love, the greatest enchantment.)*

Dante: *Divine Comedy*

Euripides: *Medea: Trojan Women; Bacchae*

Giraudoux: *La Guerre de Troie n'aura pas lieu. (There will not be a Trojan war.)*

Homer: *Iliad; Odyssey*

Kazantzakis: *The Odyssey*

Milton: *Paradise Lost*

Plato: *Republic, Book X ("The Myth of Er")*

Shakespeare: *Troilus and Cressida*

2. Cicero, Livy, Tacitus

Bacon: *Essays*

Corneille: *Horace*

Herodotus: *History of the Persian War*

Plato: *Apology of Socrates; Crito*

Polybius: *History*

Racine: *Britannicus*

Shakespeare: *Coriolanus; Julius Caesar; Antony and Cleopatra*

Thucydides: *History of the Peloponnesian War*

3. Catullus and Horace

Barnstone: *Greek Lyric Poetry*

Lattimore: *Greek Lyrics*

Lyric poems of Herrick, Waller, Burns, Wordsworth, Housman, etc.

4. Plautus and Terence

Giraudoux: *Amphitryon 38; Tiger at the Gates*

Jonson: *Volpone: The Alchemist; and other comedies*

Menander: *Dyskolos (The Bad-tempered Man)*

Molière: nearly all the comedies

Shakespeare: *Comedy of Errors; A Midsummer Night's Dream*

Some Sources of Materials in the United States

Allyn and Bacon, Inc., 150 Tremont St., Boston, Mass. 02111

American Book Co., 55 Fifth Ave., New York, N.Y. 10003

American Classical League, Miami University, Oxford, O. 45056

American Council of Learned Societies, 345 E. 46th St., New York, N.Y. 10017

Las Americas Publishing Co., 152 E. 23rd St., New York, N.Y. 10010

Argonaut, Inc., 737 N. Michigan Ave., Chicago, Ill. 60611

Barnes and Noble, Inc., 105 Fifth Ave., New York, N.Y. 10003

Biblo and Tannen, Inc., 63 Fourth Ave., New York, N.Y. 10003

Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Ind. 46206

British Information Services, 845 Third Ave., New York, N.Y. 10022

The Bruce Publishing Co., 393 Seventh Ave., New York, N.Y. 10001

Herbert E. Budek Films and Slides, P.O. Box 307, Santa Barbara, Calif. 93100

Cambridge University Press, 32 E. 57th St., New York, N.Y. 10022

Chilton Books, E. Washington Square, 525 Locust St., Philadelphia, Penn. 19106

Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago, Ill. 60600

E.P. Dutton Co., 201 Park Avenue S., New York, N.Y. 10003

Educational Audio-Visual, Inc., 29 Marble Ave., Pleasantville, N.Y. 10570

EMC Corp., 180 E. Sixth St., Saint Paul, Minn. 55100

Encyclopedia Britannica, 1150 Wilmette Ave., Wilmette, Ill. 60091

Folkways Records and Service Corp., 165 W. 46th St., New York, N.Y. 10036

Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Ill. 60607

Burt Franklin, 514 W. 113 St., New York, N.Y. 10025

French and European Publications, 610 Fifth Ave., New York, N.Y. 10020

Funk and Wagnalls Co., Inc., 300 Lexington Ave., New York, N.Y. 10017

Ginn and Co., 72 Fifth Ave., New York, N.Y. 10011

Harcourt, Brace and World, Inc., 750 Third Ave., New York, N.Y. 10017

Harper and Brothers, 49 E. 33rd St., New York, N.Y. 10016

Harvard University Press, Kittridge Hall, 79 Garden St., Cambridge, Mass. 02138

D.C. Heath and Co., 475 S. Dean St., Englewood, N.J. 07631

International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill. 60600

Lorraine Music Co., P.O. Box 4131, Long Island City, N.Y. 11100

Loyola University Press, 3441 N. Ashland Ave., Chicago, Ill. 60657

The Macmillan Co., 60 Fifth Ave., New York, N.Y. 10011

David McKay Co., Inc., 119 W. 40th St., New York, N.Y. 10018

Charles E. Merrill Books, Inc., 1300 Alum Creek Dr., Columbus, O. 43216

The New American Library, 501 Madison Ave., New York, N.Y. 10022

New Directions, 333 Sixth Ave., New York, N.Y. 10014

Oxford University Press, 417 Fifth Ave., New York, N.Y. 10016

Penguin Books, Inc., 3300 Clipper Mill Rd., Baltimore, Md. 21211

Albert J. Phiebig, Box 352, White Plains, N.Y. 10602

Philosophical Library, 15 E. 40th St., New York, N.Y. 10016

Regents Publishing Co., Inc., 200 Park Ave. S., New York, N.Y. 10003

Saint Martin's Press, 175 Fifth Ave., New York, N.Y. 10010

Scott, Foresman and Co., 19-00 Pollitt Dr., Fair Lawn, N.J. 07410

Peter Smith, 20 Railroad Ave., Gloucester, Mass. 01930

Stechert-Hafner, Inc., 31 E. 10th St., New York, N.Y. 10003

Frederick Ungar Publishing Co., 131 E. 23rd St., New York, N.Y. 10010

The University of Michigan Press, 615 E. University, Ann Arbor, Mich. 48106

University Museum, 34th and Spruce St., Philadelphia, Pa. 19104

A. Van Bekhoven, Box 2199 Grand Central Station, New York, N.Y. 10017

The Viking Press, 625 Madison Ave., New York, N.Y. 10022

J. Weston Walch, Box 1075, Portland, Maine 04100

Wible Language Institute, 24 S. Eighth St., Allentown, Pa. 18100

Wisconsin University Press, 114 N. Murray St., Madison, Wisc. 53701

Yale University Press, 149 York St., New Haven, Conn. 06511

Some Sources of Materials Abroad

Akademie Verlag, Berlin, Germany

Aschendorff, Muenster, Germany

G. Barbera, Florence, Italy

Les Belles Lettres, 95 Blvd. Raspail, Paris 6, France

Benn Brothers, Ltd., Bouverie House, 154 Fleet St. E.C.4, London, England

Blackie & Son, Ltd., Bishopbriggs, Glasgow, C.4, Scotland

Cassell & Co., Ltd., 35 Red Lion Square W.C.1, London, England

Centaur Press, Ltd., Fontwell, Arundel, Sussex, England

G. D'Anna, Florence, Italy

Ediciones Ibericas, Madrid, Spain

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Adolf M. Hakkert, Amstelveld 17, Amsterdam, Holland

Heimeran, Muench, Germany

Klett, Stuttgard, Germany

Melbourne University Press, Parkville N 2, Victoria, Australia

Methuen & Co., Ltd., 11 New Fetter Lane, E.C.4 London, England

Presses Universitaires de France, 17, Rue Soufflot, Paris 5, France

Quelle & Meyer, Heidelberg, Germany

Schoeningh, Paderborn, Germany

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